INDIAN EDUCATION

JOURNAL OF THE ALL-INDIA FEDERATION OF EDUCATIONAL ASSOCIATIONS

VOLUME IV MARCH, 1965 No. 4

CONNEMARA PUBLIC LIBRARY
30 MAR 1965
MADRAS

SECONDARY EDUCATION

EDITORIAL 1

NEW YEAR'S MESSAGE *from Unesco Director* 3

SOME PROBLEMS OF SECONDARY EDUCATION IN INDIA *by Amarnath Vidyalankar* 9

PROBLEMS OF CURRICULAR ORGANIZATION IN MULTIPURPOSE SCHOOLS *by B. P. Lulla* 30

THE PROBLEM OF REORGANISATION OF COURSES *by S. P. Chaube* 43

AMERICAN SECONDARY EDUCATION *by Samshuddin* 48

NOTES AND NEWS 52

REVIEWS 58

OUR CONTRIBUTORS 61

AIFEA PUBLICATION

INDIAN EDUCATION

JOURNAL OF

THE ALL-INDIA FEDERATION OF EDUCATIONAL ASSOCIATIONS

THIS JOURNAL is the official organ of the ALL-INDIA FEDERATION OF EDUCATIONAL ASSOCIATIONS. It is published monthly. The AIFEA was founded in 1925 and today it has 55 national and state associations of teachers and educators affiliated to it, with a membership in the neighbourhood of 400,500. The AIFEA is affiliated to the WORLD CONFEDERATION OF ORGANIZATIONS OF THE TEACHING PROFESSION.

THE OBJECTIVE is to afford an educational forum for administrators, teachers, parents, social workers, psychologists, psychiartists and all those interested in the liberal education at all levels-viz., Infant, Primary, Secondary, Technical, Vocational and University—so as TO SUPPLY STIMULI TO INVENTIVE THOUGHT AND CONSTRUCTIVE ACTION.

EDITORIAL BOARD

D. C. SHARMA, CHAIRMAN

S. NATARAJAN — M. M. BALAGUER

S. N. MUKERJI — G. C. CHAURASIA

M. K. BANERJI — A. P. KHATTRY

INDIAN EDUCATION

JOURNAL OF THE ALL-INDIA FEDERATION OF EDUCATIONAL ASSOCIATIONS

Editor : E. W. FRANKLIN

VOLUME IV | MARCH, 1965 | No. 4

Editorial

ARTICLES included in this number deal mainly with secondary education. The Khattry Memorial Lecture on *Some Problems of Secondary Education in India* by Amarnath Vidyalankar has surveyed the current issues in this field. An attempt has also been made to indicate the lines of advance needed to make our schools effective and efficient for the new tasks of the country.

Shri Amarnath Vidyalankar has the distinction of delivering the three Memorial Lectures namely, Sheshadri, Jha and Khattry, during the past three years. In each of these he has surveyed the major problems and suggested realistic and practical solutions to some of the controversial issues. Shri Vidyalankar has brought to bear in this address his wide and varied experience as the former Education Minister of Punjab and as an educationist intensely interested in the shaping of education to meet the vital needs of the country.

The scheme of higher secondary schools has not come up to the expectations it had aroused. A merely extended school year has not marked any appreciable change in the attainments of students under this scheme. Consequent on the launching of the higher secondary school, the duration of the first degree courses was reduced to three years in several

places and even this has not brought any satisfactory results. The organisational patterns of adding one year to schools and substracting one year of collegiate duration has caused endless confusion without bringing any desirable reform in the total scheme of education. The ten years of this experimentation has still left many questions unsolved such as those of standards of teaching and learning, text books, medium of instruction, school discipline and moral education. The scheme which was regarded as terminal in character has not equipped boys and girls to enter life directly into various vocations and trades.

The content of education in multipurpose schools has never been carefully planned nor assessed. These schools claim to serve so many purposes that one finds it difficult to locate any unitary purpose underlying their work and activities. Dr. Lulla in his articles has considered these problems from several angles and he has highlighted the various issues which must be faced in order to recast the content of these schools. In his brief contribution Dr. Lulla has also drawn upon such experiments operating in other countries. The real problem facing the multipurpose scheme is the reconstruction of its curricula so as to provide more effective vocational and industrial courses. The approach of Dr. Chaube in *The Problems of the Organisation of Courses* is slightly different but the analysis presented points to the need for providing courses which are of direct utility in life. The article makes a plea for taking into account the needs for engineering commerce, technology and medicine in shaping the content of secondary education.

While every country has to shape its secondary schooling to serve its own immediate needs and aims, considerable benefits can be derived by a study of similar systems in some of the developed countries. Mr. Shamsuddin has indicated concisely the main characteristics of *American Secondary Education.* The conclusions drawn by him namely, that there should be greater acknowledgement of private enterprise in secondary education and better relationship between the authorities and teachers and the parents and teachers deserve careful consideration.

NEW YEAR'S MESSAGE FROM UNESCO DIRECTOR

* THE NEW YEAR'S MESSAGE to the Young People of the World by Unesco Director-General Rene Maheu has been noted by WCOTP Secretary-General William G. Carr as one which should be read by teachers in all countries to their classes.

In a letter to Director-General Maheu, Dr. Carr wrote, "Your views on the need for youth to look beyond their immediate environment and regard every man as a brother are shared by teachers."

Dr. Carr has suggested that children should be encouraged by their teachers to discuss the main points of the message, relating them to their own lives. The following is the complete text of the message.

To the Young People of the World

The New Year opens. The institutions of the United Nations have decided to dedicate it to the cause of international co-operation, which they intend not only to celebrate with words, but also to demonstrate with deeds. May this then be the theme of my message, which carries with it my every best wishes to you, my young friends throughout the world.

International co-operation is both a necessity and an ideal.

It is a necessity for modern civilization because the opportunities which this civilization offers can only be exploited, the problems of development which it presents can only be resolved, by organizing the communication of knowledge, the confrontation of ideas, the pooling of resources and conjunction of efforts within increasingly extensive and complex systems which transcend the boundaries of nations, however vast and powerful these may be.

It is also ideal—and by that I do not mean a dream, but a moral imperative—for men are coming to realize more and more that they are morally as well as physically interdependent. Each of us is increasingly aware that he cannot be completely happy if others are destitute or live under bondage, that he cannot be really at peace with

himself if others are waging war against one another—in short, that he cannot attain his full stature as a man if injustice and want are preventing other men—all of them from attaining that stature, like him and with him. I say all of them, for once we admit in our thoughts or in our deeds that same shall be excluded from humanity's family, we lose a part of our own individual humanity.

Such is the twofold justification for this international co-operation, which insititutions like Unesco are designed to serve, and I call upon you to dedicate yourselves to it from now onwards with all the enthusiasm and generosity of your young years.

For, although international co-operation needs sound organization and technique if it is to be effective, it cannot be achieved by those means alone. Even more, it needs a certain warmth of heart, in short a readiness to serve, which itself implies a conversion to human brotherhood.

It is to this great cause that I call upon you to dedicate yourselves.

Please do not misunderstand me. I do not ask you to abandon those tasks which you are to undertake within the context of your family, your career, your country. I only ask you to remember, when carrying out these tasks, that you also belong to a larger family, a broader life and a vaster community, which is mankind. I ask you to realize that the meaning and value of your existence go beyond the immediate confines of your own personal destiny and that you are taking part in the same splendid adventure as the rest of mankind, an adventure which calls for understanding and effort from all. Lastly I ask you to regard every man you meet as a brother, that is, as your equal in dignity, with the same hopes, regardless of his race, country, language, social status or beliefs.

You are growing up in a period of technological miracles. Your generation will reach the stars, but it is Man that I should like you, above all, to reach, to respect and cherish, in yourselves and in others.

May 1965 allow you to progress towards this goal through co-operation and concord, justice and peace.

Good luck to you, my friends ! Be of good cheer and a Happy New Year to you !

D. P. KHATTRY

Founder Secretary, A. I. F. E. A.,

(*1892–1946*)

(The AIFEA has instituted a memorial lecture to honour the memory of the late Shri D. P. Khattry, founder of the AIFEA. The Federation invites eminent educationists each year to deliver this lecture at its annual conference. The 1964 Khattry Memorial Lecture appears in this number. Many of our readers may not know much about late Shri D. P. Khattry. A short biographical sketch is given here).

D. P. Khattry was born on October 31, 1892 at Gazipur, famous for its roses and rose water. He spent his boyhood in the small town tutored by maulvis in Urdu and Persian. He also learnt Hindi on his own. He passed his matriculation examination and then like most young men of his days he went to Banaras which was looked upon as the Oxford of India in those days. There he joined the Central Hindu College. This college attracted students who later became some of the most eminent personalities of India. Like others, Khattry came under the influence of Mrs. Annie Besant and he came in contact with some of the great Theosophists of the day. Here he embibed the first lessons of selfless social service and devotion to duty. He worked enthusiastically for the Nagri Pracharini Sabha and helped greatly in the development of Hindi.

From Banaras he went to Allahabad as a student of the Muir Central College. When Khattry graduated his principal secured for him a nomination to the executive service. Had Khattry accepted this he might have risen to high ranks in the government service. He, however, declined the offer and instead chose to qualify for the teachers profession.

After completing his Licenciate in Teaching (L. T.) he became the Assistant Master in the Harishchandra High School, Banaras and here he took over charge from Mr. Sampuranand, who later became Education Minister, U. P. and is now the Governor of Rajasthan. A year later Khattry took over charge of Udairaj Hindu High School at Kashipur, (Nainital) at the invitation of the late Pandit Govind Vallabh Pant, who later became the Union Home Minister and was at that time the manager of the school. Soon after Khattry moved to Kanpur where he became Headmaster of Pandit

Prithinath High School and remained as head of this institution until his death. Through his devoted service he raised this school to high level in the estimation of the parents and the public. He helped the school through many years of stress and storm. He refused a good financial offer from a leading mill magnate of Kanpur who put the condition that his name be commemorated in the school. Khattry's reply was "I will not efface the name of the illustrious founder".

As Headmaster at Kanpur he did not forget the hard lot of teachers who had taught him at school. Along with a friend of his, the late Mr. Vishweshwar Prasad, he initiated the idea of organising the teachers of the province and later of India so that their hard lot might be ameliorated and that they might get proper respect and consideration. The two friends planned for the future of the teaching profession in one of the rooms of Khattry's house and then began correspondence, tours and meetings which resulted in the founding of the U. P. Secondary Teachers Association in 1921. The first U. P. Secondary Education Conference was held at Allahabad in May 1921 under the presidentship of Dr. Narayan Prasad Asthana. For several years he piloted the affairs of the U. P. Association and conducted its journal. In 1923 the U. P. Secondary Education Conference was held at Banaras and at this session the late Professor P. Seshadri was elected President. This Association of Seshadri-Khattry continued for the development of All India teachers organization until death parted them.

Two years after the Banaras Conference Khattry succeeded in organising in All India Teachers Meet at Kanpur in the campus of his school. At the same time there was being held in Kanpur the annual session of the Indian National Congress under the presidentship of late Sarojini Naidu. Khattry was appointed the Honorary General Secretary of the All India Federation of Teachers Association and Professor Seshadri who was elected as the first President of the All India Teachers Federation continued in this office till his death on 19th April, 1942.

In 1931 Khattry handed over the responsibility of editing "Education", the organ of the U. P. Secondary Teachers Association to Shri Kalidas Kapur.

In order to meet the financial crises Khattry contributed Rs. 1200/- of his hard earned money to the U.P. Association.

About the same time he donated Rs. 5000/- to the All India Federation.

In 1930 Khattry organized the first and the only All Asia Educational Conference which was held successfully at Banaras. Khattry had practically no office assistance and he literally carried out the huge correspondence in his own handwriting.

During the time that Khattry was the Federation Secretary he made this organization efficient and strong and aroused teachers throughout the length and breadth of India to a sense of their responsibility and their high position. He was able to associate with his Federation eminent educationists of the day. He held the Conference even in the old princely states and thus laid early foundation for teachers' movements in those areas.

The annual Education Conferences were organised by him in an extremely efficient manner and throughout the time that he was Secretary these conferences dealt with some of the most vital educational issues and brought together almost all the leading workers in the fields of education and teaching.

He served on many official and non-official bodies connected with education. He was a member of the U. P. Textbook Committee and represented the Headmasters' Constituency on the Board of High Schools and Intermediate Education. For more than a decade he represented the Registered Graduates Constituency on the Allahabad University. It was mainly through his efforts and propaganda that the mother tongue became the medium of instruction in high schools and intermediate colleges.

He always stood for the cause of teachers and for the due regard which should be paid to teachers' opinions in the work of schools and colleges. He was a great beliver in self-respect for teachers. He believed that every teacher should equip himself properly for his work. Throughout his life Khattry was the declared enemy of bad and irresponsible management. He was opposed to the notion that schoolmaster is a servant of the management. When a teacher of a school in Mavana was ill treated by his manager Khattry advanced Rs. 250/- from his pocket to enable this teacher to file proceedings against the manager to vindicate the honour of the teaching fraternity.

So devoted was he to the work of his school and the Federation that he declined several offers from leading publishers to write books.

During his long and arduous pioneering work for the development of an organised teaching profession Khattry's modest residence at Kanpur was a veritable shelter for the long suffering and neglected teachers, needy teachers, suspended teachers, dismissed teachers, agrieved teachers and aspiring teachers. All flocked to his house. With Khattry hospitality was a sacred duty, and he never hesitated to part with anything that he could lay his hand on to seek the redress of an agrieved school teacher.

Khattry died on January 16, 1946 at a comparatively young age of 53. He died full of hope and courage in the ideal of service to the teaching profession to which he had dedicated himself. His name will ever remain an inspiration to those who take upon themselves the task of elevating the teaching profession in all its aspects in our country.

*SOME PROBLEMS OF SECONDARY EDUCATION IN INDIA

by AMARNATH VIDYALANKAR, *Former Education Minister, Punjab*

FOR ME, it is rather extremely difficult, Mr. President and gentlemen, to explain adequately, how greatly honoured I feel by your inviting me to deliver this year's commemoration address, with which the name of a distinguished educationist, the late Shri D. P. Khattry of Kanpur has been associated. All of us assembled here are deeply conscious that this Federation owes a great debt of gratitude to his celebrated memory, because he served this organization and the cause of education with great devotion and genuine spirit of dedication.

Last year, you Mr. President, had done me the honour of inviting me to associate my talk on University Education with the name of the other equally celebrated educationist and scholar, Prof. Seshadri, and in the earlier year with the name of Shri Jha. These great stalwarts in the educational field have left a perpetual mark on the philosophy and thought of education in our country. Their names and their work will always be held in high esteem in India and will ever remain a perennial source of inspiration for the younger generation of teachers in our country.

You have invited me Sir, this evening to express my views on certain aspects of SECONDARY EDUCATION IN INDIA, and to place before you certain pressing problems in this sector of educational field. This I shall do, not so much in order to shed much new light, but to seek light from you Mr. PRESIDENT and from the large number of experienced educationists assembled here. Within the limited time at our disposal here, it is impossible to draw a very detailed and comprehensive picture of delicate and important issues involved in SECONDARY EDUCATION. My task in all the more difficult, because the character and pattern of

---

* Khatry Memorial Lecture delivered at the 39th All India Educational Conference, Indore.

secondary education still remains a subject matter of serious, and very often even bitter, controversies, and the Central and State Education Ministries have been very indecisive in this regard.

Enquiry Commission :

Recently the whole question of Indian Education has been referred to a high level Education Commission, and it is expected that this Commission will submit its report before May, 1966. It is to be seen whether the report of the Kothari Commission is going to be the last word on the subject. The Government of India had been examining the same problems of Indian Education from time to time, since 1853, when the famous WOOD'S despatch was issued reviewing the development of Education till that time. Subsequently in 1882, The HUNTER COMMISSION was appointed, and this commission produced a really very valuable and practical document. It is interesting to persue even today the document produced by the HUNTER COMMISSION, because one sees surprising similarity, rather indentity of the problems facing the educationists then, of which we are not only still seeking solution, but also getting almost similar answers. To take one instance; discussing the problem of combining vocational and technical education with the general education the HUNTER COMMISSION had recommended, that "in the particular class of high schools there should be two avenues, one leading to the entrance examination of the University and the other of a more practical character intended to fit the youths for commercial, vocational or non-literary pursuits." However no one at that time appreciated the worth of this suggestion, and these recommendations were ignored. Had the recommendations been given a practical form then, the pattern of our education would have radically changed, and the changes that we are now contemplating in our secondary education would have been brought about long ago. The same system of education continued to flourish, and an unweildy expansion became the normal routine. No effort ever being made for proper consolidation and for removal of the many obvious defects.

When university education assumed importance, it was regarded essential that the universities should dominate the whole educational system, and secondary education was subordinated to the needs of the university education. The

qualitative and quantitative standards for the secondary education were set with a view to satisfying the needs and requirements of the university education. However, in certain states secondary education boards were set up to free the secondary school from the domination of the universities.

The Sadler Commission in 1917, again looked at secondary education from the point of the university. It drew the dividing line between secondary education and the university and recommended the attachment of Intermediate classes to the high schools. The university still dominated the secondary and school courses, through the matriculation examinations. Then the HARTOG COMMITTEE in 1929, reiterated the recommendations of the HUNTER COMMISSION that "large number of pupils intending to follow certain avocations should stop at the middle school stage", and that "there should be more diversified curricula in the schools " This committee also recommended that there should be "diversion of more boys to industrial and commercial careers at the end of the middle stage, preparatory to special instruction in technical and industrial schools."

Regarding the problem of non-availability of suitable teachers of the desired type which is the main handicap in our way today, the HARTOG COMMITTEE observed: ' the best pupils were not attracted to the teaching profession so long as the general conditions remain unsatisfactory and, only too frequently the teachers have no heart in this work, and in no province is the pay of the teachers sufficient to give him the status which his work demands."

The Sargent Committee submitted in 1944 a comprehensive report on the Post-War Educational Development; and suggested diversification of educational courses after the age of 11 years. These courses should preserve the "essentially cultural character," and should be so designed as to "prepare pupils for entry into industrial and commercial occupations as well as into universities."

The Government appointed the University Education Commission under the Chairmanship of Dr. Radhakrishnan in 1948, and the Secondary Education Commission was appointed in 1952 under the chairmanship of Dr A. Lakshmaswami Mudaliar. The report of the Mudaliar Commission was out in 1954. The two reports dealt with the respective subjects of higher education and secondary

education, so very thoroughly in all their aspects that these could be termed as masterpieces on the subject, and could be taken as the last word on Indian education. Like the recommendations of the earlier reports, the recommendations of these two commissions too remained largely inadequately implemented, or accepted by the Union and State Governments only half-heartedly.

It is no wonder that people have become sceptical about such commissions, and have begun to doubt from the very start whether the recommendations of the new Commission too would be acted upon fully. Shri Chagla had to make a reassuring statement before a committee of Parliament Members saying, "as soon as the recommendations of the commission are available to the Government, active and effective steps would be taken to put them into practice and there should be no fear among the members that these recommendations would be pigeon-holed."

Regarding the value and utility of the new Education Commission, one could say only this much in its favour that it will present a complete and over-all picture, and instead of suggesting what to do will also suggest how to do it. From the foregoing review it would be apparent that most of the educational problems that we are facing today are not very different from what they were almost seventy eight years ago. It is not that the educationist failed to offer a solution. It is the administration that has failed to put what was repeatedly suggested into practice.

The Core of the Whole System :

While elementary education forms the foundation, university education is the summing up and the consumation of the whole educative effort. Secondary education is the core or the backbone of the whole education system, and yet it was described by the Mudaliar Commission to be the "feeblest link in our whole educational structure." Secondary education deals with the boys of almost adolescent age, when the foundations of their character and personality are laid, cultural traits are inherited, ideas and thought patterns, lying in the indolent and embryonic form, begin to hatch and develop, when vision starts widening, imagination acquires wings. This is the most crucial stage in the child's life with which the lower and higher secondary education deals. Normally, we expect secondary education to lead the majority

of boys to the terminal stage of their educational career. When we conceive and speak of secondary education, we should grant and assume that this is going to be the terminal stage. Therefore it is most important and essential that we should seek in this the completest fulfilment of all our aims and ideals of education, and we should expect complete citizens to come out of the portals of the secondary schools.

Aims of Secondary Education :

Here I need not dilate on the aims and objectives of the secondary education. Every one has said much about it, and every day we hear too much talk of idealism, in the numerous convocation addresses or inaugural addresses of dignataries. In all the reports on our education they could have summed up all possible expectations that we could have from our educational institutions. The Mudaliar Commission too admirably summed them up in an early chapter of their report. I quote the same here, only in order to remind the audience here, that no educationist can afford to lose sight of it. "The educational system", the report said, "must make its contribution to the development of habits, attitudes, and qualities of character, which will enable its citizens to bear worthily the responsibilities of democratic citizenship and to counteract all those fissiparous tendencies which hinder the emergence of a broad, national and secular outlook. Though rich in potential resources India is actually a poor country at present. A large majority of people have to live at an economically sub-human level. One of its most urgent problems if not the most urgent problem is to improve productive efficiency to increase the national wealth and thereby to raise appreciably the standard of living of the people. Thirdly there is a serious lack of educational facilities and the bulk of the people are so obsessed with the problems of making some sort of living that they have not been able to give sufficient attention to cultural pursuits and activities. Hence there is need for reorienting the educational system in such a way that it will stimulate the cultural renaissance."

The Mudaliar Commission suggested reforms and improvements in the old pattern of secondary education keeping all these objectives in view. It thought it absolutely essential that boys and girls should develop a social personality, their social instincts, habits of collective efforts, and the sense of

social discipline and of respecting social obligations. They should acquire the capacity and good sense of appreciating various ideas and beliefs and they should be tolerant towards others' opinions. Then the commission suggested how at this stage education should be diversified, and how vocational guidance should become an essential obligation of the school. They recommended that in the whole "curriculum" a place of honour should be given to the subjects like art, craft, music, dancing and development of habits. The Commission wanted to discourage prevalent nation that secondary education was primarily meant to be only a stepping stone to the university. This idea had been responsible for the gearing up the secondary educational system entirely to the passing of the examinations prescribed by the university. The Commission wanted to encourage the idea that the secondary stage should virtually be regarded as the terminal stage for the bulk of students, and only most brilliant students, who desired specialisation in the higher branches of knowledge, should be given some extra knowledge and training for getting admission to the university. The universities are not meant to be only teaching academics, but are designed for conducting and carrying on research work in various branches. There is great scope for change in the existing secondary pattern, in order to prepare students for higher grade of work in the Universities too. For that purpose the pattern of secondary education should be independently designed, and it should not be subordinated for performing a task of only secondary importance.

Hiatus in Word and Deed:

As I have stated earlier, we had accepted and persued the recommendations of the Mudaliar Commission only in a half hearted way, and that too in a mechanical manner. We announced with a bang our designs of opening multi-purpose schools and plans for converting all high schools into the higher secondary schools. We spent a lot of money on expansion, but so far we have not succeeded in making any striking and palpabable structural alteration in the time worn archaic system of which the central structure had been built up in the past century. Really speaking, whether it is in the elementary education, or in the secondary or in the university system, modern educational thought and philosophy have not brought about any material visible transformation in our existing pattern, There is a deep

chasm, a big haitus, betwteen theory and practice, between policy and performance, and between word and deed.

Enormous Pressure for Expansion :

Of course there is a persistent and insistent, rather irresistable, demand for expansion of education in quantity or volume which it is almost impossible for any government to refuse. In recent years the expansion of educational facilities has been phenomenal. This can be seen from the following tables :

TABLE I-THE NUMBER OF PUPILS IN SCHOOLS AND COLLEGES

(All figures are in lakhs)

Stage and Age group	1950-51 actuals	1955-56 actuals	1960-61 actuals	1965-66 likely
1. Primary (6-11)				
Class 1-V enrolment	191·5	251·07	349·87	512·07
% age of Age-group	42·6	52·09	62·02	77·08
2. Middle Stage (11-14)				
Class VI-VIII enrolment	31·2	42·09	67·04	107·96
% age of Age-group	12·7	16·05	22·05	31·06
3. Secondary (14-17)				
Classes IX-XI enrolment	12·2	18·08	29·06	52·04
% age of age group	5·3	7·08	11·07	17·80
4. University Education				
(17-23) enrolment	3·2	5·20	7·32	10·82
% age of age-group	0·7	1·01	1·01	1·09

Further expansion is envisaged in the Fourth Five Year Plan in all respects, of which the estimates are given in the following table:

TABLE II—NUMBER OF STUDENTS IN SCHOOLS AND COLLEGES
(The figures are in lakhs)

State and age-group	1960-61 actuals	1965-66 like achievement	1970-71 targets
1. Primary (6-11)			
Classes (I-V) enrolment	349·87	512 07	709·04
Percentage of age-group	62·02	77·08	93 09
2. Middle Stage (11-14)			
Classes (VI-VIII) enrolment	67·04	107·96	189·39
Percentage of age-group	22·05	31·06	46·08
3. Secondary Stage (14-17)			
Classes (IX-XI) enrolment	29·06	52·04	92·00
Percentage of age-group	11·07	17·08	22·05
4. University Education			
(17-23) enrolment	7·32	10·82	16·65
Percentage of age-group	1·05	1·09	2·06

It will be seen from the above figures that inspite of rapid expansion, even after the Fourth Plan we shall have provided facilities for only 46·8% of the boys and girls of the age-group 11-14 and only 22·5% for the age-group of 14-17. We shall have to await the advent of many more five year plans when we shall have provided facilities for all the boys and girls of the respective age group. This shows the extreme inadequacy of our resources in manpower and money. This requires serious thought. If a complete change-over must take many years, what of those thousands of boys who will have to forego the advantages of the new system? A radical interim transformation in the present high school system is called for.

Qualitative Improvement :

What is much more important is the qualitative improvement in our educational pattern, where, as I have stated earlier, so far little advance has been made. The mid-plan appraisal of the III Plan revealed that due to the unprecendented expansion of enrolment, certain important schemes of qualitative improvement envisaged in the Plan had not made sufficient progress.

The foremost problem in this connection is the question of conversion of the high schools to the higher secondary pattern, recommended by the Mudaliar Commission and the scheme having been finally adopted by the Government. As I have already stated, in order to improve quality of secondary education and to give a terminal character for the majority of students and to provide more effective preparation for those who would go in for university education, the Secondary Education Commission had proposed an increase in the duration of secondary education, linking it up with improved quality of teachers, more balanced curriculum etc. For a number of reasons the programme of conversion of high schools to higher secondary schools has not progressed satisfactorily. A number of States have not accepted this pattern and have taken no action whatsoever in this matter. Among those States which have accepted the change in the pattern, some have gone ahead with the programme of conversion in a substantial way. In the Fourth Plan it is proposed that provision should be made for the conversion of 2,700 high schools into higher secondary schools. An additional provision for the conversion of 500 more high schools will be made for the other States, if and when they might decide to fall in line. This conversion scheme is thought to be "essential" and "most expeditious" that would help in avoiding a lot of confusion by ending dualism at this stage. Government has not yet made any decision whether the States which have not accepted the revised pattern of higher secondary schools, should be given any assistance for strengthening their high schools. Education being a State subject, it is not possible for the Central Ministry to force any State to accept and adopt a uniform pattern, although it is being strongly felt that for the uniform progress of the country, and in the interest of complete national integration, it is absolutely essential to evolve a uniform policy on education. This point

has been repeatedly stressed in the various sessions of the Central Advisory Board of Education and at the Conferences of the State Education Ministers. The Emotional Integration Committee too suggested the evolution of an effective national policy on education. It recommended—"There should be a common pattern of education in the country which will minimise confusion and coordinate and maintain standards. Similar opportunities for education should be made available in all parts of the country."

This policy was unanimously endorsed by the Central Advisory Board of Education at Panchmarhi in May 1963, and by the State Education Ministers' conference in April 1964. This Conference "emphasised that the country should work towards the ultimate goal of school education of 12 years' duration, that the schools in all States should conform to a uniform school leaving standard, and that the standard attained at the end of 12 years of education should approximate to the old Intermediate Examination ... ..."

Before the re-organization of the States, different States had different patterns of secondary education, and when different parts of erstwhile States were integrated in the new States, in many States no uniformity of pattern was left. Therefore naturally numerous practical difficulties arose and it was not entirely a smooth change over that could easily take place. The likes and dislikes of respective State education ministries too played their part.

The most difficult problem had been the resources in men, material and money. It was found impossible to raise all the high schools to the higher secondary status, all at once. The State education ministries as well as the universities had to face the necessity of running two patterns side by side, till all the high schools could be converted. It appears now, as I have stated earlier, that it will take many years before the whole secondary educational system could be converted into the new pattern.

The Higher Secondary School :

The advantages claimed for the new pattern were not made available all at once. The newly converted higher secondary school has not impressed many people. What was claimed for the new pattern in theory, could not be obtained in reality. It is still to be proved that the students coming out

of the higher secondary schools are better equipped in knowledge or vocational training. The defects pointed out by the Mudaliar Commission in the existing pattern have not been removed in the multi-purpose schools or in the higher secondary schools. Briefly the following drawbacks in the existing pattern had been pointed out :—

(i) Education was isolated from life. The curriculum should be adjusted with the mode of life a boy will have to lead.

(ii) Education fails to develop personality and does not attend to the aptitudes, emotions, personal tests, and special talents of individual students.

(iii) There was undue emphasis on learning of English language.

(iv) The methods of teaching and testing the abilities of the students were defective as they did not encourage initiative and collective and cooperative method of finding solutions to serious social, human and personal problems.

(v) There had been no personal contacts between the teacher and the pupils, and the influence of the teacher on the personality and the character of the student was negligible.

(vi) The dead weight of examinations was much too heavy and this tended to curb the initiative of both teacher and the student. The curriculum had to be stereotyped and the examination tended to be mechanical and it discouraged all spirit of experimentation and laid emphasis, very often on unimportant, and superfluous things in education.

I leave it to the judgement of the experienced educationists assembled here, how far the new pattern of the higher secondary school has suceeded in removing or avoiding these defects, and how far the converted institutions are infused with the new spirit ; how far teachers and students have been freed from the terror of examinations and how far they are now motivated with a new sense of purpose other than finding easy admission in the university.

The Drawbacks :

It is pleaded that the higher secondary schools have not done any better because of various handicaps. Want of suitable teachers, lack of equipment etc. and absence of many other facilities have stood in the way of their successful working. In most of the higher secondary scools even science teachers were not available. For want of teachers of technical subjects, various technical and vocational courses could not be introduced.

The Education Ministry of the Government of India has sought to remedy some of the difficulties. The Ministry recently decided to provide for a cent per cent grant to the State Governments outside their plan ceiling, for the implementation of the following scheme in the secondary schools :—

(i) strengthening of science laboratories;

(ii) special training of science teachers;

(iii) improvement of school libraries.

Several programmes have been proposed similarly in the IV Plan for raising the quality of secondary education in the country.

The 31st session of the Central Advisory Board of Education considered the question of improvement of standards at the secondary level and made recommendations for the following :—

1. better paid and better qualified and better trained teachers;
2. suitable text books and other reading material;
3. suitable buildings, equipment and teaching aids;
4. improvement in the pupil—teacher ratio,
5. provision of improved syllabi;
6. development of school health programme;
7. more effective inspection;
8. full development o fState Institutes of Education.

Regarding the diversification of courses too the Central Advisory Board made suitable recommendations as under:—

(i) the diversification should start at about the age of 14 plus, i. e., the end of the elementary stage;

(ii) adequate provision should be made to diversify course at the secondary level. Courses in the vocational fields should be so designed as to be terminal in character; provision should be made for adjustment courses through which such students may proceed for higher studies as show aptitude and inclination and are found to be capable. Such courses should be provided through part-time and correspondence courses to be taken by them after they have joined the vocations for which they are trained;

(iii) the expansion of vocational and diversified courses at the secondary stage should be undertaken in accordance with placement opportunities and aptitudes of students;

(iv) the Board stresses the need for organizing vocational guidance and counselling services in schools in order that students voluntarily take up the various diversified course.

Improvement in the Service Conditions of the Teachers :

No improvement in education is possible without the provision of properly qualified and trained teachers and therefore the schemes for the improvement of emoluments and service conditions of teachers had been included in all the Plans. In the remaining period of the Third Plan also, the Central Government has offered to share 50% of the expenditure incurred on schemes for the improvement of emoluments of the secondary school teachers. As a result of these measures, there has been an upward revision of pay scales in several States. However, in a few States the emoluments of teachers are still inadequate and need improvement. The Government of India have also brought to the notice of the State Governments and have emphasised that since both private and the Government school teachers do the same kind of work, there is little justification for a difference in their emoluments and other conditions.

It was therefore decided to give top priority to teachers' problems in the Fourth Five Year Plan :—

(a) top priority should be given in the Fourth Plan to the improvement of salary scales and social security of school teachers and that with the improvement in salary scales due emphasis should be laid on the qualifications of the teachers. In the IV Plan Rs. 35 crores have been provided for this purpose.

(b) there should be parity in the salary scales and allowances given to Government and aided school teachers, and the method of recruitment as well as other conditions of service of the aided school teachers should be similar to those of the government school teachers.

In view of the needs of quantitative and qualitative improvement in the training of teachers it is proposed now in the IV Plan to allot Rs. 25 crores for this purpose. The additional requirement of teachers at the secondary stage during the IV Plan have been estimated to be of the order of 2 lakhs. To meet these requirements the existing facilities will have been expanded by 73,000 seats in the training institutes. It is also proposed to meet the additional requirement of training by introducing correspondence courses for training teachers and it is estimated to cover about 50,000 teachers in this scheme.

It is yet difficult to assess the utility of the correspondence courses. My fear is that the existing set up almost converges towards the quantitative aspects of our educational needs much more than towards its qualitative aspects. We must understand that we are ignoring the qualitative aspect of our education at the peril of our whole national life, and the present indifference towards this aspect will lead to disaster.

The teacher occupies the pivotal position in the educational set up and if we succeed in producing a right type of teacher and securing his services for our nation, we will have won the battle. Therefore it is high time that the teacher should not be made to wait at the portals of politicians to beg for a few crumbs to maintain himself and his children. The teacher, the scientist and technologist and the producer of wealth in the field and the factory, these are the most important limbs of the nation, and they must be given the highest social status and highest level of facilities so that they can work in an absolutely calm and undisturbed atmosphere.

If we cannot do this we should admit our defeat, and one should despair of all improvement in our educational system, inspite of our best intentions and sky high desires.

Today the teacher has been obliged to adopt the trade union in the face of administration's attitude towards the teacher whom he regards like an ordinary employee, and not as a builder of the nation's children and our destiny. When, like employers of the factory labour, the administrator of the educational institution too begins to speak on the basis of the "supply and demand" principle, the element of trade unionism automatically enters the field. I am myself a trade unionist, I do not believe in agitation unless it becomes unavoidable. I believe in the principle of 'need based wage' and the wage based on the value of the services performed to the society. If healthy socialistic principles are not followed in the educational field, inevitably trade unionism will follow. But we should do everything to avoid that.

Standards in the Secondary Education :

Like in other fields of education, the complaints of falling standards persist in secondary education also. These are the following reasons in my opinion for falling standards :—

(i) We have not been able to change the sense of purpose and sense of direction in our education.

So long as our examinations continue to remain as they are, and the public services are assigned to people by virtue of their getting distinction in these examinations, the prime motive of learning will continue to remain passing of examinations. This leads us to the very important question of examination reform, which has been so much discussed amongst the educationists, in many conferences.

(ii) If education is entrusted to a suitable type of teacher, the standards will never fall. A person who cannot kindle the thirst for knowledge, who cannot inspire interest in his subject, who cannot create proper atmosphere in his class room, is no teacher. We have already discussed the need of a suitable type of teacher.

(iii) *Text Books* : Then there is want of suitable text books. Text book writing is an art, but most of the text

books that we today find in the hands of our children are third class readers, most indifferently prepared and most indifferently prescribed, or are prescribed to please and benefit some one's favourites.

Certain States had therefore decided to monopolise the production of text books. The experiment cannot be stated to be a complete sucess, but we cannot call it a complete failure. In a democratic set up, if the governmental policies have to undergo a change every time a new minister takes up office, then we cannot proceed with firm steps. The policies must be settled, and then execution ought to be entrusted to a permanent organization. Recently the Union Minister of Education has suggested somewhere that the Central Government should undertake the preparation of school text books, and then the same may be got translated into regional languages. It is possible and desirable too that the Central Government should get model text books prepared by persons who might be really experts. Good and standard text books on Indian history, and social subjects are urgently needed. Text Books on science subjects could also be prepared at the Centre. But it should not be forgotten that true education is always acquired from one's surroundings, and the child must be brought up in the surroundings with which he is fully acquainted. Therefore the text books also should be written with a local background. On the other hand we should not interpret this principle too narrowly. In the modern world when people's contacts are widening and every one has begun to move in wider circle, the habit of remaining too tenaciously tied down to one's local surroundings is also dangerous. Education should help in widening one's vision and contacts.

(iv) *Medium of Instruction :* One principle factor responsible for falling standards has been the foreign medium of instruction. Last year speaking of university education I had dealt with the subject of the medium of instruction rather in great detail. I had quoted the following from the Radhakrishnan Report—"And not only the individual but the nation develops a split consciousness. We have paid a heavy price for learning through English in the past. Instead of laying stress upon thinking and reasoning we emphasise memorising in place of acquiring knowledge of things."

What applies to university education, applies with greater force to secondary education. The tendency is growing now to enforce English medium in the secondary stage to enable students to do better at the university stage. To raise the standards of English at the secondary stage the demand is now being made to introduce English teaching, and English medium, from the elementary stage, and even from the very beginning of the elementary education. This is a most dangerous trend. Educationally it is most unsound principle that children should be mercilessly forced to acquire knowledge through a foreign medium. I am not opposed to English teaching. I would recommend students only to acquire working knowledge of English. They should be able to thoroughly understand English, but it is not at all necessary for every student to acquire complete proficiency in expression. So long as we have no good text books in our language, the best course would be to prescribe English text books.

It is also incorrect to say that it is necessary to continue English medium for the sake of national integration. In fact the English medium draws a dividing line, between the educated classes and the common people. The whole nation today is divided into two separate classes. In the words of Radhakrishnan Commission, the use of English as such divides the people into two nations, the few who govern and the many who are governed, the one unable to talk the language of the other. This is a negation of democracy. A graduate finding it difficult to express his ideas in his own mother tongue, shirks the association of his own men and finds himself more at home in the association of English knowing gentry. Our education, if it is to be really national, must seek to bridge this ever widening gulf between the educated and the non-educated.

When I refer to the English language as a foreign language, it is only in the context of education. In that context I would consider imposition of Hindi as the medium of instruction in the non-Hindi speaking areas, equally harmful as the introduction of English medium. We should encourage regional languages. As the regional languages develop, and side by side Indian nationalism and all India economic, industrial and social concepts gain root, automatically Hindi

too will gradually acquire a new all India form and character, and will automatically provide an all India link language. This new Hindi or Hindustani will develop as a result of intermingling and inter communication of different language groups.

Let me now sum up what I have said about the problems of secondary education and their proposed solutions:

Resources—As I have mentioned above, our greatest problem is the availability of financial resources. Expenditure on secondary education has been gradually going up, as will be seen from the following figures:—

Year	No. of schools	No. of Teachers	Expenditure in crores of Rs.
1950-51	20,884	2,12,000	30·74
1960-61	66,916	6,38,417	110·24

Reorientation of existing High Schools:

The outlay in the IV plan for education is being increased considerably. But from the figures quoted by me earlier, it is clear that with our present resources it is impossible to completely meet the needs of today. We shall have to be satisfied with gradual conversion of our high schools and meanwhile we shall have to bear with the two types of secondary schools, old type high school and the new type higher secondary school running side by side in a parallel fashion.

Some kind of reorientation ought to be attempted in the present day high schools, till they were converted into the higher secondary type so as to enable the students to enjoy at least some advantages of the diversified schools. Vocational training and guidance may be vigorously persued, and high school curriculum might be suitably modified for those boys and girls who do not propose to enter the university.

The Government should not think in terms of depriving the high schools of their grants, specially in these States that continue still to remain non-conformist; rather it should pay liberal grants for the reorientation schemes under which the new principles of secondary educational system would be made applicable as far as could be practicable within the limits of available resources.

Secondary Education Board:

Secondary education should be freed from the too much domination of the university. Secondary education is not merely a stepping stone to enter the university. It has its own sphere and special purpose and objective. Therefore it should be placed under an independent secondary education board in each state and at the centre a Secondary Education Grant Commission should be set up, whose function should be to enforce broad uniformity of the pattern, and to coordinate activities. Broadly it will take care of the curriculum, production of suitable school text books, settle linguistic controversies, standardise teacher' training, prescribe standards, and enforce standardization in the matters of buildings, equipment, library facilities, vocational guidance, and other similar matters.

Close contacts with vocational life:

Whether it is the higher secondary school or the reorientated old type high school, if it is to serve as the terminal stage for the large majority of students it should see that students have acquired in the course of their training minimum standards to enter suitabe vocations or professions. This is possible only if vocational and technical classes are closely associated with the professional field-factory and farm. In Soviet Russia, secondary school students are required to work for sometime in the farm or in a factory. Such a system will have to be evolved if school training is intended to be of any practical utility. This practical aspect continues to be neglected in our education, whether general or technical, and this is one of the weakest spots in our system.

Social and Moral Education :

I have already stated that secondary education deals with that critical stage in the life of the child, which is the age of formation. There is lot of discussion on the question of imparting religious education. I need not repeat here the respective arguments for or against religious education. We cannot deny that if the education has a social purpose, and has to discharge its social obligation, to develop a pupils "social personality" and "social character", then some kind of education is essential that should ever remind him of his social obligations and responsibilities; training that should

bind his conscience to an abiding faith in the social order and discipline, and strengthen his sense of loyalty to the laws and principles that are essential for the maintenance of social order. "Love thy neighbour", "be truthful", "do not deceive people", "do not covet other's wealth and belongings", may be as good social injuncions as they are religious tenets. I call them "laws of social behaviour", or "laws of social hygiene" which will have to be taught to our children compulsorily. The difference would be that while in the course of teaching scriptures, we only 'preach' them, in the course of teaching the "laws of social behaviour", as part of the school curriculum, we shall have to create opportunities where students should learn them through practice.

School Discipline :

This leads us to the most important question of school discipline. In this democratic age, laws of democratic discipline could only be learnt in the course of practising them. Our schools should be made models of democratic administration. Children should be collectively held responsible for maintaining order in the school, school sanitation; and matters such as school-attendance, organisation of school functions, sports, decorations, awarding punishments in the case of indiscipline; these and other such matters should be left to the collective councils of the students to manage They must be given opportunity to learn from experience. We should go in this direction as far possible, boldly and with faith in the goodness of human nature. Students will surely rediscover in the course of their practice the same old social laws that our wise forefathers, after discovering from their experience, enshrined in the books or in the form of scriptures. The advantage will be more when a person knows a truth from his own personal experience. His faith becomes unshaken and lasting.

Such training in social laws of behaviour has to be made part and parcel of our school curriculum, and students should be expected to obtain marks on the basis of their good behaviour not only in the school, but in the home and in the society. Disorderly behaviour even outside the school, at a public institution, at a meeting, in the running railway trains or buses should result in the loss of marks. If we expect a student to go out of the school as a normal citizen,

it should be made compulsory to pass in the various behaviour tests.

I have nothing now to say on many other issues concerning secondary education but what I would say regarding them might be only a repetition.

I again thank you Mr. President and friends for giving me this opportunity and giving me such excellent hearing.

PROBLEMS OF CURRICULAR ORGANISATION IN MULTIPURPOSE SCHOOLS

by B. P. LULLA, *Reader in Curriculum, Curriculum Unit, Centre for Advanced Study in Education, Faculty of Education and Psychology, Baroda*

Introduction

SECONDARY education of India has undergone a gradual evolution since the year 1882 when the Hunter Commission recommended two types of school curricula one leading to the entrance examination of the university and the other intended to fit the youth for commercial, vocational and technical pursuits. The latter expert committees also reiterated the same position regarding the reorganisation of secondary education in India. But the real action in the evolution—very close to revolution—followed the Report of Secondary Education Commission which suggested the new organisational pattern of secondary education on the basis of the new goals of our independent democratic republic. The establishment of multipurpese schools forms a very significant part of the whole scheme laid down by the Commission.

"In view of the fact" says the Commission "that education up to the age of 14 has been made free and compulsory under the constitution, students with a very wide variety of talents will be seeking education in future. This postulates that our secondary schools should no longer be single-track institutions but should offer a diversity of educational programmes calculated to meet varying aptitudes interests and talents which come into prominence towards the end of the period of compulsory education. They should provide more comprehensive courses which will include both general and vocational subjects and pupils should have opportunity to choose from them according to their needs"[1].

---

1. Report of the Secondary Education Commission Ministry of Education, Government of India, (fifth Reprint), P. 30.

This argument of diversification of courses in secondary schools is based on several ideological considerations of equal educational opportunity, individual freedom and cultural development of different individuals best achieved through a variety, of media and that the study of traditional academic subjects is not the only door to the education of one's personality.

The advantages claimed by the Commission for such comprehensive or multipurpose or multilateral schools are reported as follows :

(1) democratization of educational system, especially at the secondary level;

(2) greater variety of educational media for individual students;

(3) administrative convenience of students transfer, adjustment, etc.[2]

Every thoughtful person will agree with the Commission on the need and significance of such schools but the real issuses reveal themselves in the implementation of the whole plan of organising such schools. One serious charge that can be levelled against the Commission is that it did not supply the details for organizing and administering the curricula in such schools. It was left open for the Centre as well as for the States to work out the details and carry out the scheme. What has been done until now within the frame of Five Year Plans is to up-grade some schools into the higher secondary or multipurpose schools. By the end of 1960-61 out of a total of about 22,000 high schools 2,115 were upgraded to multipurpose schools. The target fixed for the third Plan was to upgrade 2,446 schools to multipurpose schools. The public demand for new schools in the backward areas is now so great that most of the funds provided for upgrading are being diverted for opening new schools with due indifference to the third Plan targets.

The policy of upgrading the old schools is like teaching the old dogs some new tricks. How can the old type of schools with the traditional out-look, the existing staff and the usual administrative procedures can fulfil the objectives

2. Ibid.

envisaged by the Commission for multipurpose schools cannot remain isolated from the other necessary conditions of development. Any change introduced in one phase of the educational system has to be accompanied with the corresponding changes in the related directions or else the whole system will be out of gear.

Adequate supply of trained teachers, for vocational subjects, adequate teaching aids, proper text-books, guidance programme and such other paraphernalia should have been prepared or improvised before the idea of multipurpose schools should have been put into practice. At present, the position is not very different from what Dr. Harap remarked in his study about our secondary schools in 1959: "The term Multipurpose school stands for an idea rather than for a common practice, at least in the literal sense of the word. Since I have not encountered a secondary school which offers more than two fields of specialization, it would be more nearly correct to call the multipurpose school a dualpurpose school, at least up to the present".[3]

However, he has also given an encouraging comment that the provision for a choice between two separate programmes of students is only a first step toward a comprehensive school. In the future as enrolment increases, the physical plant is enlarged and additional staff is available, such schools should become truly multipurpose institutions.

The fact that we have not been able to put the ideal of multipurpose schools fully into practice as yet is not fully recognised. There are many strings attached to it. But this paper deals with only one such complication namely the curricular organisation in such schools. It is not so simple as in the single track academic schools for which the courses are confined, procedures are prescribed and teachers are trained. The dimension of the problem increases when pupils are allowed to choose from the electives for which the necessary conditions for teaching are not available.

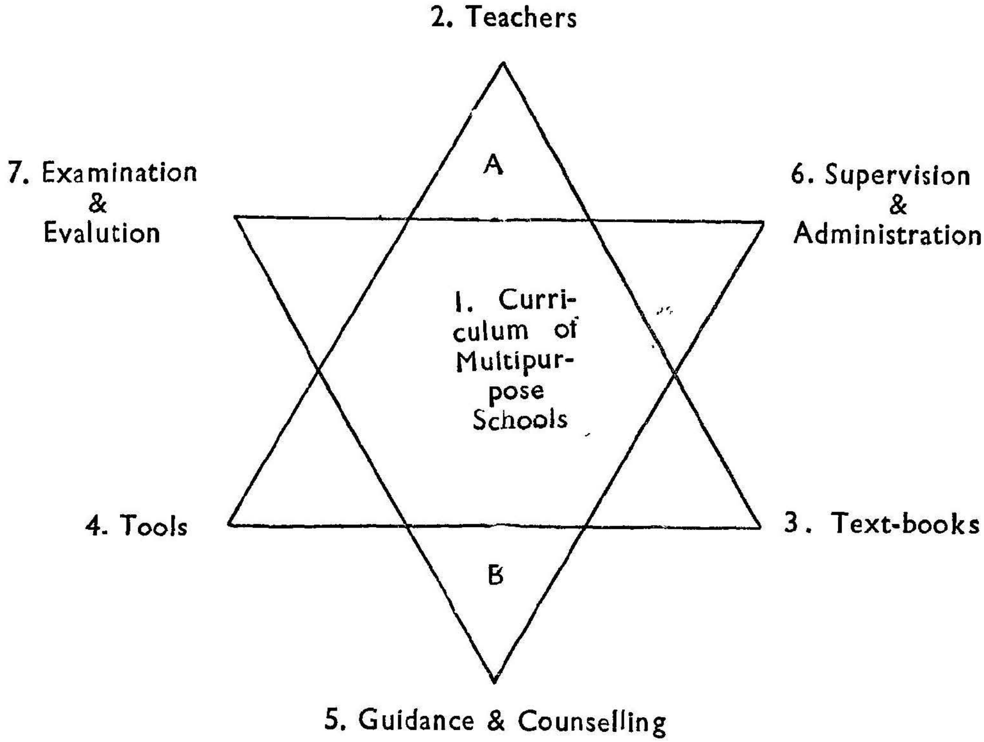
Dimensions of Curricular Organisation

Let us now understand the dimensions of the curricular organisation of a multipurpose school. The difference in such dimensions for academic schools and for multipurpose

---

3. Harap, Henry. *Improvement of Curriculum in Indian Schools.* Ministry of Education 1959.

schools will be both of kind and degree. To give a simplified idea of the problem, seven main factors are represented in the following model.



The triangle A indicates the primary factors and B indicates the secondary factors which affect the total organisation of the curriculum in multipurpose schools.

The success in the implementation of curricula will depend upon the cumulative effect of the combination of all the seven factors in the required proportion and manner. These factors consist of many uncontrolled variables under each head. A tentative criteria for each factor can be prepared by asking pertinent questions as under :

1. Curriculum

(a) Is it designed in tune with the philosophy of multipurpose schools in our country ?

(b) Does it offer the choices suited to the individual needs and aptitudes ?

(c) Is it related to the needs of the local community where the school is situated ?

(d) Does it make a provision for occasional review or readjustment ?

(e) Does it balance the general or core courses with the electives, theory with practice, and class room learning with life experiences ?

2. *Teachers*

(a) Are the teachers properly qualified and trained for the academic and vocational subjects ?

(b) Are their assignments according to their qualifications, interests and abilities ?

(c) Do they possess the knowledge of methods as well as the proper attitude suited to the operation of multipurpose schools in our country ?

(d) Do they work as a team under proper leadership from administrators ?

(e) Is there a provision for special benefits for specializations, for growth in service, for advancement in merit besides the general benefits available in usual schools ?

3. *Text-books*

(a) Are the text-books for vocational and technical subjects available ?

(b) Are they written on the approved principles of education ?

(c) Is their production in tune with the demand of increasing Multipurpose schools ?

(d) Are their standards and specification taken care of in terms of the national and regional requirements ?

(e) Are they priced suitably ?

4. *Tools (Teaching aids and Equipment)*

(a) Are the tools and equipment adequately available for vocational and technical courses ?

(b) Can they be prepared or improvised at will or whenever needed ?

(c) Do the schools have an easy access to them ?

(d) Is the specialized training provided to the staff to handle such devices ?

(e) Is the space or facility available with schools to maintain them ?

5. *Guidance and Counselling*

(a) Is there a provision for educational and vocational guidance service in such multipurpose schools ?

(b) Are the students made aware or conscious of the utility of this service in such schools ?

(c) Are proper cumulative records maintained for each pupil ?

(d) Are the personal problems of pupils attended to ?

(e) Is there an adequate provision for case studies, follow-up and remedial work for maladjusted students ?

6. *Supervision and Administration*

(a) Is supervision, both internal and external done by the specialized persons in the Multip urpose schools ?

(b) Does supervision help the growth of pupils and teachers ?

(c) Are the administrators dedicated to and aware of the goals of Multipurpose schools in our country ?

(d) Are the administrative procedures flexible enough to adapt changes easily and quickly ?

(e) Is the over-all programme well planned and integrated as a whole despite different departments or units or levels ?

7. *Examination and Evaluation*

(a) Are different techniques of testing used for evaluating the progress of pupils in different subjects—academic, commercial-agricultural, technical etc. ?

(b) Are the testing procedures objectives comprehensive and diagnostic enough to measure the all-round growth of pupils ?

(c) Is there an appropriate balance between oral and written examinations, external and internal examinations ?

(d) Is the promotion of pupil decided upon a multilateral evaluation by a team rather than a single examiner ?

(e) Does the evaluation help in identification of concealed talents, better self-understanding in pupils and their effective adjustment to the school programme ? or Does it avoid human wastage in terms of failures, repeaters and drop-outs ?

Some Issues

If we apply the above criteria to the present conditions in India, it becomes obvious that the scheme of multipurpose schools is premature. It was too early for the Commission to suggest this pattern without a pilot survey of the related factors affecting the operation of such institutions. The optimism with which the scheme has been launched is now confronting a disappointment because the other forces were underestimated. Influenced by the University Education Commission's view that the admissions to the universities should be restricted to the few and the secondary stage should be a terminal stage for many, the Secondary Education Commission thought of a stop-gap arrangement in creating multipurpose schools. The fundamental issue is whether the people of India are convinced of this device. Are the parents ready to appreciate its utility and send their children to such an insititution ? Are the openings available to their children after they have duly qualified in vocational and technical courses at the secondary level ? Is the business or industry ready to absorb such workers without the apprenticeship period ?

Secondly, the consideration that the secondary education has been the weakest link in the chain of the whole educational system is a disputable fact. Many educationists still believe that it has fulfilled its due role very well despite many blemishes. The number of secondary schools has rapidly increased within the last few decades—the fact that indicates the people's appreciation or approval for them to a large degree. The Commission's calculation that the students from the various backgrounds will enter schools and would

make new demands on them is falsified to a large extent because the constitutional directive for free and compulsory education for all alike has remained unimplemented in most of the States for want of adequate funds, teachers, buildings etc. The enforcement of the commission has been negligible since the economic conditions of masses have not improved beyond a bare subsistence level. Hence, the assumptions on which the scheme of multipurpose schools was founded were unwarranted since no scientific research or survey was made about the puplic opinion with regard to the new pattern of secondary schools. There was no index calculated to suggest the types or kinds of social backgrounds from which the students will in future attend such schools. Nothing was done to coordinate the efforts of the local bodies in providing for mass education. In fact, the confusion has reigned supreme in the post—independence period with regard to the objective and kind of primary education essential for masses. The votaries of basic education have triumphed by introducing a compulsory craft and emphasising the teaching of other subjects in its relation. They have pleaded for converting all schools into basic schools. The contention is that all such schemes are started by statesmen—educationists with complete disregard to the public understanding and cooperation in the projects.

Thirdly, referring to the curricular aspects of such schools, it is obvious that the content of the vocational and technical courses is fixed by the State Department with the help of the syllabus committees are not composed of those who teach or administer the multipurpose schools of different localities—urban or rural. Besides, such experts are not drawn from those subject-matter specialists who have some kind of training in curriculum designing process which is gradually becoming a specialised branch of education. Not many colleges of education as yet offer any special courses in curriculum except in Delhi and Baroda. Under the circumstances, the curriculum patterns of such schools are likely to be factual, stereotyped and rigid. Does it fulfil the idea behind the multipurpose schools ? Can more agencies be involved in framing better syllabi ? Can it be flexible to adapt it to the local surroundings of such schools ? Is any useful research on curriculum planning for such schools available ? Can such schools appoint an expert in curriculum on their staff as the comprehensive schools of the

U. S. A. do? These are some of the issues in the area of a multilateral curricula for such schools.

Fourthly, the greatest hindrance in the operation of multipurpose schools in our country is want of trained teachers. Until now the training colleges were busy producing teachers for the academic type of schools. They could not easily adjust to the demand of the multipurpose schools for agricultural, commercial, technical and vocational teachers. Some of them could add haphazardly a few vocational specializations without adequate facilities. It was this lag which has now been fulfilled by the four Regional colleges started with the help of the Ohio team of experts. They are still in experimental stage and no comments can be made on their utility at this stage. But, the pertinent question is whether their numbers and location will enable them to serve the vast area of our country. Would the teacher trainees be willing to go to those Centres despite stipends? Are their courses and facilities adequate to meet the needs of multipurpose schools? Do they receive proper status and cooperation from the affiliating universities? Can they themselves be staffed with efficient personnel? However, it is an encouraging feature in the scheme of multipurpose schools but unless the teacher trainees could be drawn from talented sections and be attracted salaries and working conditions, the quality of such schools will remain poor. The competitives alternatives for good graduates qualified in technical and vocational areas are rapidly increasing so that it is difficult to pull them towards teaching jobs As a result, third class graduates remain to be the lot of teacher training colleges including the Regional Colleges. Hence, the basic issue is how to mobilise talented human resource in the service of education which is thereby starved of good leadership.

Fifthly, the lack of good teaching materials including text-books remains to be the age-old problem in our country for all the levels of education–elementary, secondary and university. The problem is rather severe for the multipurpose schools because of sheer non-availability of books in vocational and technical education. Until recently, there were hardly any books on teaching of commerce, agriculture, home science, crafts etc. by Indian authors. The foreign books are both costly and inappropriate to our conditions. Unfortunately in India the teachers of universities think it

below their dignity to write small and easy books for the use of children in schools. They have neither service motive nor monetary incentive. The production index of books in India is comparatively low. The publishers have to implore and press the qualified persons to produce something in their field of specialization.

Besides, the teaching aids, devices and tools are in very short supply for our schools. The business concerns seem to have ignored investment in school products in our country unlike the practice in the advanced countries especially in the U. S. A. Why our teaching aids, text-books, tools and equipment are poorer than those in other countries is the issue worth consideration ? How can we attract business community to invest in education ? How can publishers produce better books ? How can mere writing be encouraged in teachers at all levels ? Could teaching aids be prepared within our land to avoid imports ? Could teachers, pupils and school authorities contribute to the preparation of instructional materials ?

Now, among the secondary factors governing the effective implementation of curricula in multipurpose school, there is a fundamental need for educational guidance and vocational counselling for pupils in such schools. There should be a full-fledged counselling unit attached to each or a group of such schools located in the neighbourhood. It is meaningless to have a variety of courses without appropriate opportunities for pupils to select them acording to their aptitudes, interests and needs. It is gratifying to note that a few research studies are now prepared on the guidance problems in multipurpose schools.

Mahanta[4] has studied the problem of allocation of pupils in different schools and subject areas. He has suggested the tools and the tests which can be helpful in this direction. A useful handbook for developing guidance services in secondary schools is prepared by the Counselling Centre of the Faculty of Education and Psychology[5]. It outlines the stages by which the guidance services can be gradually organised in secondary schools.

---

4. Mahanta, Dibakardas. *Allocation of Pupils Secondary Education* (Vol I.). Calcutta : Kamala Book Depot, 1960.
5. Pasricha P., and T. C. Schreck *A Handbook for Developing Guidance Services in Secondary Schools.* Faculty of Education & Psychology, 1964.

Thus the literature and the training facilities are now available in our country but the question is how far we can use them. Why are our people not convinced about such a service ? Why do parents have indifference to it ? Can the counsellor get the necessary cooperation from the teachers as well as administrators ? Are the necessary tools of guidance avilable in our country ? These are some of the issues to be resolved so that the organisation of curiculum in Multipurpose Schools could be effective.

Then comes the significance of such factors as proper administration, supervision and evaluation procedures. There are no studies available to indicate what are the best administrative procedures for multipurose schools or the best supervision techniques or the evaluation methods for vocational, technical and practical subjects. Is adequate administrative leadership for such schools available ? Are qualified and trained supervisors for specialized fields easily found ? Are our evaluation methods appropriate to the variety of courses and teaching techniques. Much scientific research remains to be done in these areas in India. Unless, it is done the operation of multipurpose schools will remain to be empirical. Each principal of such a school will devise his own tricks of the trade and implement the programme as such as he can. Chance will govern the situation rather than reason.

Conclusion

Thus it is clear that multipurpose schools in our country are still in a transitional stage. We can still guide its course to the required destination. What is urgently needed is the active cooperation among teacher training institutions, multipurpose schools, guidance bureaus, Education Department and community. It will be in the fitness of things if a special committee for multipurpose schools is appointed by the Union Government to review the working of these schools to evaluate their progress and to suggest measures for their improvement.

Secondly, the teacher training institution including Regional Colleges of Education should offer special courses on multipurpose schools and encourage research projects at M. Ed. and Ph. D. level on the problems of curriculum, organisation, administration, supervision, pupil guidance,

and other related aspects. The Union and State governments should provide some grants for surveys and investigations conducted by individual professors or by a team of educationists.

The growth of multipurpose schools in terms of both quantity and quality should be gradual and calculated. The stages of development may be allowed from single-track, to dual-track and to multiple-track schools as the enrolment expands and the facilities abound. The concept of "degree of comprehensiveness" may be accepted as worthwhile so that evaluation of such schools becomes realistic. This concepts has been used by James B. Conant[6] in his survey of the "American High School To-day". Once we fix or define the degrees of comprehensiveness for multipurpose schools it will be easy to formulate the programme of their development and to evaluate them on the predetermined scale.

Thidly, public opinion should be moulded by proper means of publicity in and out of schools so that the aversion for vocational and technical courses can be avoided. The close contact of multipurpose schools with the surrounding community should develop through newsletters, progress reports, PTA meetings and parent education schemes. It may be desirable to have a full or part-time public relations officer (PRO) on the staff. This position can be combined as teacher-cum-PRO or Counsellor-cum-PRO.

To sum-up, the organisation of multipurpose schools with regard to curriculum is both the challenge and the opportunity. It is the challenge for the educationists and researchers to resolve issues confronting them and devise methods of its effective operation. It is an opportunity for the community or parents to choose the best for their children in education so that they grow to be worthy citizens, efficient workers and well-adjusted members of future society.

Selected References

1. Conant, J. B. *The American High School To-day.* New York : Mc Craw-Hill Book Co., 1959.

6. James B. Conant, *The American High School To-day* New York : Mc Grew Hill Book Co., In. 1959.

2. Harap, Henry. *Improvement of Curriculum in Indian Schools.* Government of India, Ministry of Education, 1959.
3. Mahanta, D. *Allocation of Pupils in Secondary Education.* Calcutta : Kamala Book Depot, 1960.
4. Ministry of Education. *A Plan for Secondary Education,* 1955.
5. Ministry of Education. *Report of the Secondary Education Commission,* 1952-53.
6. Pasricha, P. and T. C. Schreck. *A Handbook for Developing Guidance Services in Secondary Schools.* Baroda : Faculty of Education & Psychology, 1964.
7. *Report of the 38th All India Educational Conference.* Baroda : Faculty of Education & Psychology, 1964.
8. *Report of a Study by an International Team.* New Delhi : The Ford Foundation, 1954.
9. Saylor, J. G. and W. M. Alexander. *Curriculum Planning.* New York : Rinehart & Co., Inc. 1956.
10. Tyler, Ralph W. *Basic Principles of Curricalum and Instruction.* Chicago : The University of Chicago Press, 1962.
11. UNESCO. *Curriculum Revision and Research,* Document No. 28. (1958).

THE PROBLEM OF REORGANISATION OF COURSES

by S. P. CHAUBE, *Department of Education, The University, Lucknow*

OUR EDUCATIONAL system is capable of only imparting bookish knowledge, because it does not allow the students to develop practical knowledge. Consequently, students generally read books mechanically and behave like automations and they aim not at acquiring knowledge but at passing examinations. After passing these examinations students enter life ignorant of the facts and problems of life and are all of a sudden faced with the problem of livelihood, because their education does not help them in taking to some vocation or industry with which they can eke out their existence and fulfil the expectations of their parents. The poor students go asearching for jobs in vain and very often brilliant students are compelled to take to petty jobs of clerks, and all their lives they curse themselves for meagre income which they get from such jobs. This also creates in them a spirit of jealousy against their employers. The competition for higher services is so strict that it is difficult to achieve success in these. Hence the life of an educated youth becomes worse than that of an ordinary peasant or labourer and he becomes both a burden upon his family and society as also the target of social odium.

Thus the educational pattern and the courses are to a great extent responsible for the pitiable condition of the country. The courses are such that they do not at all conduce to the physical and moral development of the students and whatever the students learn is not of any practical utility for them. This education does not develop all the facilities of the students and as such the students are not cut out for their future life. Since India is predominantly an agricultural country, agriculture should be given precedence in the syllabus. The present system of education was shaped by the Britishers for the specific purpose of strengthening their foundations in the country, but in free India this pattern is totally out of place and inappropriate. Although

attempts have been made from time to time to reshuffle and to reorient the educational pattern, even commissions on secondary and university education were appointed on an all India basis. yet nothing adequate has been done so far and the recommendations of these commissions have not been fully implemented.

The Secondary Education Commission of 1952–53 has pointed out the following defects in the secondary education which need to be removed immediately :

1. The courses for secondary education are narrow in scope and should be more broad-based.
2. The syllabi are book-centred and do not help in the all-found development of the students.
3. The syllabi have a very large number of subjects.
4. The syllabi do not provide for the development of practical knowledge.
5. The syllabi are not attractive enough and the students do not evince interest in studying the subjects prescribed.
6. The syllabi are examination-ridden.
7. The syllabi lack vocational bias.
8. Agriculture has not been given a proper place in the syllabi.
9. The syllabi are incapable of shaping out nation-builders and social-workers.
10. There is a lack of moral and cultural education which should be main spring of our educational system.

These defects have been acknowledged by all, and efforts are being made on an all India level to rectify some of them. In all the States attempts have been made to implement some of the recommendations of the Commission. The Government of Uttar Pradesh, as other State governments, has done some work on this score and here efforts are still being made to implement the recommendations of the Secondary Education Commission as also those of the Uttar Pradesh Secondary Education Reorganisation Committee headed by Acharya Narendra Deo. Consequently, the basic method has been introduced in the primary and junior high schools. The basic method has some handicraft as the medium and in the rural areas agriculture has been given

precedence. In order that the secondary education may conduce to the all-round development of students and inculcate in them the spirit of self-reliance, several Government secondary schools have been converted into multipurpose schools and every year such schools are opened. The idea behind this education is that the students after receiving secondary education may learn to stand upon their own feet ane may themselves solve the problems of their livelihood.

In these multi-purpose secondary schools education is given, apart from literary subjects, in art, crafts, various vocations and agriculture and engineering etc. The object in view is that the students may become self-reliant and that a larger number of workers may be available for the various Five Year Plans which aim at the national development. In the various spheres there is a great need of scientists, doctors, social workers, engineers and teachnicians. As such, education is very necessary. Now the educationists of the country agree that various handicrafts should be given a place in the schemes of secondary education, that greater facilities should be provided for scientific studies, that multi-purpose schools and junior technical schools should be established and the largest possible number of secondary schools be converted into multi-purpose schools.

In the university education also the same defects are present because in the university courses the literary courses predominate. Greater emphasis is laid on the study of Hindi, English, history, and politics, etc. than on physics, chemistry, biology and mathematics. After independence the importance of university education was realised and the attention of our educationists and leaders was directed towards the reorganisation of these courses. In fact, the internal situation of any country can be well guessed from its university education, because universities are those centres which produce the best men and workers in society : the thinkers, poets, administrators doctors, engineers, economicts, artists, planners and competent politicians for the reconstruction of the country. Hence it is extremely necessary for university education to be in accordance with the time and conditions in the country. The recommendation which the University Commission of 1948-49 made for removing the prevailing defects and reorganising the courses, will be considered below :

The University Commission recommended that the following subjects be incorporated in the university syllabus :

1. General Education.
2. Liberal Education.
3. Professional Education.

1. Utility of General Education

General knowledge and general education is needed not only in the universities but in all the spheres of education, because without this the individual is unable to fulfil his nends and requirements and a student who has knowledge of only one subject has a narrow horizon and has no knowledge of the general things required in the day-to-day life. Hence he remains a failure in both his individual and social life. It is, therefore, necessary that general education should be introduced in the university courses. The answers given by the students in competitive examinations will indicate that even though they have knowledge of their own subject, yet they are ignoramuses in regard to even subjects, of general interest. This is highly deplorable. Knowledge of one subject only amounts to one-sidedness or lop-sidedness of human personality and such a person is like one who has an extremely keen perception but is deaf and crippled. As it is necessary for healthy body to have a healthy mind and other organs, similarly for perfect knowledge it is necessary to have acquaintance with all the branches.

2. Utility of Liberal Education

Liberal education has a great deal of importance in putting the society on the road to development and in inculcating in the people the spirit of free and independent thinking. This conduces to the evolution of new systems of thought and produce constructive thinkers and above all it develops in an individual the spirit of selflessness and courage of convictions and capacity of making criticism of the virtues and defects of others. Hence through this education those who deviate from the right path are put on the correct road. The good of any nation or society lies in the fact that every citizen, howsoever learned or otherwise, should regard himself as a servant of society. The progress of a nation is possible only under this condition. Hence under this education instruction should be given in politics, psychology

philosophy and law, etc. and research should also be encouraged. Besides, provision should be made under this scheme for periodic conference and seminars.

3. Utility of Professional Education

In a way professional education has the greatest utility for a student because this enables him to have a glimpse of the future means of livelihood and happiness. In this age all is possible for that man who has money galore while everything is possible for a man who has no money. The university education in particular should be such that a student may not have to fumble for livelihood. This, however, does not imply that the student may remain confined only to the amassing of the means of livelihood or of enjoyment in life. It means that through education all human qualities should developed and the students trained to be self-reliant should appear in society as ideal citizens. In this education engineering, educational philosophy, commerce, technology and medicine, etc. should be included.

AMERICAN SECONDARY EDUCATION

by SHAMSUDDIN, *Professor, Teachers' College, Bilaspur*

THE SECONDARY school education in the United States of America consists of six years' schooling. It includes junior as well as senior high school. Before entering high school a student has to complete six years of elementary school education. Most American students are compulsorily trained up to high school or secondary grade. The state of Massachusetts took the lead and started a public high school. Later 'Public High School law' came into force and a number of schools were started throughout the State. These schools were opened by the people for the benefit of people and they served as a greate stimulus for the speedy increase in the enrolment of schools. In fact, the demand continued till a number of privately managed high schools came into existence. The position still remains unchanged in so far as demands on secondary education are concerned and the Government is faced with a problem that has to be solved without much delay.

Control by States

In the United States, education is managed and controlled by States with an occasional assistance from the Federal Government where and whenever necessary. Besides, there are educational institutions solely managed by private bodies. Thus secondary education is mainly a local affair controlled by local authorities. Out of every doller spent on education, $3\frac{1}{2}$ cents are paid by the Federal Government, 38 cents by the State Government and the rest is paid by the local school district from the local taxes collected from each individual. This has given rise to some of the special features of secondary education of the U. S. A. First of all, the Americans realise their sense of duty and responsibility with regard to the education of their children. Every parent happily and willingly contributes money in the form of taxes for education. Then he also remains alert and careful to watch whether his child is getting proper education or not. He has full right to choose a particular line for his child.

The system of local control has resulted in one important characteristic of secondary education, i. e. it is framed according to the needs of the local conditions and situations. In fact every secondary school has its own curricula, system of organisation and administration as per needs of the students of that particular school. Changing needs of the society find their due place in the flexible pattern of the system of Secondary education. Again the tuition being free for all, there is no distinction of class and wealth. Every child in the U. S. A. has a right to get education up to the elementary and secondary stages. Compulsory attendance for all children under specified age limit is required in response to the laws framed by the States. Another important characteristic of secondary education in the U. S. A. is that a large majority of students enter secondary schools and complete their education after getting diplomas of graduation from a high school in a particular course. Thus the aim of secondary education is to provide sound general training to the future citizens of America. It does not specialise students for particular vocations or prepare them for college education though of course, many of the students go for specialised study or university education after completing their secondary education. The purpose is just to lay a good foundation for future preparation for life.

Variety of Courses :

In the U. S. A. there are few specialised High Schools. A typical high school is open for all boys and girls of a particular age and from all social and economic backgrounds. To meet variety of needs of large majority of pupils, as many as 300 courses have been instituted in American secondary schools. They include academic, general, commercial, industrial, household arts, crafts and so on. Besides basic courses in language, mathematics, social science and physical training, which every one has to offer, there is a wide range of subjects which the students select after proper guidance by school teachers and parents from the point of view of their future career. It is interesting to note that in some places these courses include problems of government, automobile motors, cooking, public speaking, craft and manual skills. Thus thousands of students passing from high schools either prepare themselves for further studies on college level or embark upon any one of the thousands of careers open to them in the United States of America.

The Daily Routine :

The daily routine of a secondary school is divided into seven periods of fifty minutes each. Every subject is taught by specialised teachers and students are required to move from room to room in different periods. At the end of study periods, there is one period for extra-curricular activities. During evening hours some of the students, who are specially good at particular games, are given practice on school grounds; while some others after the close of school hours, run down to do part-time jobs for meeting their expenses of education. Among the extra-curricular groups 'the activities of 'Student Council' a body of students elected by themselves for carrying out student activities; which is a feature of every school, deserve special mention. The representatives to the Student Council are generally elected twice a year from their classes. The number depends on the strength of students of the school. These elected persons in their turn elect their office-bearers. This Council enjoys much authority in so far as the discipline and other important affairs of student body are concerned. The Council at times raises funds and distributes them among students. It also assists and helps the school authorites in the execution of their plans and projects carried out both in school as in society outside. Besides, the organisation, administration and control of the Student Council offer valuable experiences and real training to the students in the democratic working of the Government.

The Year Book :

The Student Council also brings out annually the Year Book of the School by which real literary experience is provided to the students. This book, besides articles and essays, includes the outstanding events of the year, photographs of the graduating class, school teams, class sessions and reports of work done in community projects. Besides this annual number, the school newspaper is published at short intervals. It contains news articles about school and its day-to-day important events in the field of sports, social service and other achievements. Apart from these, the extra-curricular activities of the school also include band and orchestra, debating club, stamp and coin collection club, etc. All these are run by students themselves. The teachers come in only where their help and advice are called for by the students.

Equipment :

Most of the high school buildings of the U. S. A. are well-built and well-equipped. The school building includes a dinning room, library hall, a gymnasium, an auditorium in addition to a number of class and subject rooms. Some of the bigger schools have their indoor swimming pool and playing fields. In keeping with modern trends, a number of audio-visual aids are utilised in schools to make education more effective and useful.

Special Features :

Some of the special features of American schools are worth noting by us in India. For example, there is decentralisation of administration and control in the organisation of education. The general tendency in our country is to depend more on the Government for the education of our children. There is lack of public enterprise. And we have not tried to gear local community resources to education as they have in the U. S. A. There are two alternatives before our Government either to make education free at all stages or to encourage public enterprise to share the hugê task of educating the masses in India. Our Government has already made education free and compulsory upto the elementary grade. For the rest it will have to recourse to public enterprise as its own resources are limited.

Secondly, the atmosphere of freedom prevalent in American schools is worth mentioning. There are free relationships between the authorities and teachers, and the parents and teachers. The relations between students and teachers are more informal than formal. All this is more conducive to the cause of education and gives better results. All work willingly and happily and contribute their whole mite for the achievement of desired goals of education. This can be profitably followed in our country where there is a general sense of indifference among different agencies of education.

NOTES AND NEWS

SEMINAR ON EDUCATION FOR INTERNATIONAL UNDERSTANDING

A Seminar on Education for International Understanding and Cooperation was held in Delhi under the Chairmanship of P. N. Kirpal, Education Secretary and Secretary General of the Indian National Commission for UNESCO.

Organised by the Indian National Commission for UNESCO, the seminar was attended by 60 delegates from all over India. Observers were also present from the United Nations and related agencies with offices in New Delhi. UNESCO was represented by D. Irvine, of its Education Department. Addressing the delegates, Kirpal said that the objective of education for international understanding was to promote peaceful coexistence which implied removal of tensions, promotion of friendship and appreciation of ideals of different nations and creative striving together for oneness of mankind. He emphasized that the programme of education for better international understanding should not be considered as an additional burden on the teachers, but rather as part and parcel and the heart of the educational process. It must receive a central place in the whole educational system in the country, he added. In order to promote better international understanding and cooperation, Kirpal suggested that the programme should be taken up not only in the schools, and universities but also outside the schools and college. Adult literacy programmes could also promote international understanding, he added. That education had come to its own and had attained the highest priority it deserved, was one of the major changes of the last eleven years, Kirpal pointed out. The other changes were the major recognition of the concept of oneness of mankind and the urge for peace and international uaderstanding, he added. Education was not only the most essential part of all kinds of social and economic development programmes today, but also a necessary factor to make the world realise

the importance of peace and international understanding. He laid special emphasis on propagation of science and technology as a vehicle for promoting international understanding. He also suggested that Mahatma Gandhi's birth centenary to be celebrated in 1969 should be used to gear up the programme of education for international understanding. Ideas of the late Prime Minister Jawaharlal Nehru could also be propagated to promote international peace and cooperation, he added. Irvine, the UNESCO representative and the Chief of the Section of Education for International Understanding of UNESCO, commended India's efforts to make the UNESCO's associated Schools Project for International Understanding a success. He pointed out that India was one among the first member countries to adopt the programme. Irvine pointed out that the ideas of international understanding and peace for which UNESCO stood were not possible of realization without appropriate. In this light, the seminar and its resulting discussions and recommendations would be most useful, he added.

INTEGRATION TO BE ACHIEVED THROUGH VARSITY EDUCATION

Dr. P. V. Cherian, Governor of Maharashtra and Chancellor of the Poona University said that if university education was to serve as a major factor in our national integration there should be uniformity in the medium of teaching of least in our major universities.

Inaugurating the 40th annual meeting of the Inter-University Board of India, Dr. Cherian expressed the view that uniform teaching medium alone would make it possible for student and teachers to get benefit from study or teaching.

He pleaded for taking a realistic view in making Hindi the medium of instruction at the university level. Hindi had to go a long way, he said, before it could be used effectively as a medium of teaching in higher courses specially those on the scientific and technical side. He was of the opinion that English will have to be used for many

years to come as the teaching medium in higher educational institutions.

He urged the Inter-University Board to bring about greater coordination between the various universities in the country. He requested the Vice-Chancellors to continue their support to the National Defence Corps and to ensure high standards in academic education.

Dr. A. C. Joshi, Vice-Chancellor, Punjab University, in his presidential address made a strong plea for the provision of adequate finance for university education to tilt the balance in favour of quality. He said it would much facilitate long-term planning if the grants from the University Grants Commission and states were fixed in advance for at least five years. He also urged the Central Government to give recurring grants to universities to ensure vital and smooth development of higher education in our country. Referring to improvement in scientific research Joshi pointed out that scientific research is traced fundamentally to the universities where post-graduate training and research went side by side.

HINDU MEDIUM IN VARSITIES OPPOSED

Dr. C. D. Deshmukh, Vice-Chancellor, Delhi University has opposed Hindi being made the medium of instruction in all Indian universities and said that it would be as, if not worse, than English being the medium. Addressing the Collegiate Education Conference, Dr. Deshmukh said that sometime or other regional languages should be made the media of instruction in universities. If they loved the regional language the emphasis on English would be the strongest and not the weakest. English was essential to keep in touch with the latest thinking. However, Dr. Deshmukh said that Hindi could be a kind of "lingua franca" among the educated. English words could be used in teaching through regional language media.

Dr. Deshmukh strongly pleaded for a common script for all the languages of India and said that this should be the Roman script. He described the present examination system as encouraging a "general system of cheating." The students were not tested in what they learnt but one could pass if he knew the answers for examination papers for five years. The system should be changed and internal assessment should be adopted. Dr. Deshmukh also pleaded for increasing the period of graduation from 14 to 15 years. P. N. Kirpal, Secretary, Union Ministry of Education said that a common script was necessary to make the task of emotional integration easier. The conference adopted a resolution urging an amendment to the Constitution to make education a concurrent subject. By another resolution the University Grants Commission was requested to appoint a special pay committee to go into the pay scales in affiliated colleges all over India and provide the necessary financial assistance to the college for their payment.

PAUCITY OF WOMEN TEACHERS CREATES PROBLEMS

Concern at the paucity of women teachers has been expressed by the National Council for women's Education in its annual report to the Ministry of Education. It was estimated by the council that even to take care of the additional enrolment during the Third Plan period the requirements in respect of teachers would be of the order of 2·6 lakhs but the programme has been slow. According to statistics available, of 1·51 million teachers there are only 3·3 lakh women teachers. The additional number of women teachers needed per year on the basis of additional number of girls to be enrolled would be approximately 43,000 for the primary schools alone. The council has, therefore, urged that this requirement thould be met by increasing facilities for training pre-selection of girls at the secondary stage and provision of scholarship, quarters and starting of condensed courses. An obstacle in the way of progress has been the absence of a suitable curriculum. The council has pointed out that the progress of enrolment has been more in urban

areas than in rural areas where the number of girls attending schools is still low. The report also mentions that of 24 polytechnics for girls to be established during the Third Plan, 13 have already been established–three in Andhara Pradesh, 3 in Kerala and one each in Madras, the Punjab, Mysore, Uttar Pradesh, Delhi, Madhya Pradesh and Assam.

SPECIALISATION AT SCHOOL LEVEL UNDESIRABLE

Specialisation at the school and undergraduate levels is "a very bad" thing and education should ordinarily be broad based. Only post-graduate faculties should be the repositories of specialised learning and knowledge. This thesis was propounded by Lord Robins Chairman of the Committee for Higher Education in Britain in a lecture on University Education in the modern world delivered under the auspices of the Indian Council for Cultural Relations.

Other education issues discussed by the world-renowned educationist included structure and coverage of a university, inter-connection between university and school education and the general aim of syllabi. Lord Robbins said that a controversy was raging whether teaching and research should not be conducted by separate institutions as in Russia. In England also there was a school of thought that supported separation of the two functions. The argument usually forwarded was that teaching and research could only be combined to the detriment of the former. Lord Robins did not believe that separation of teaching and research was justified. He refuted the view that a proper campus atmosphere could only prevail in a comprehensive multi-faculty university. The basic inter-connection between education at the school and university stage was that those who taught in schools were those educated at universities. The standards in schools depended to a large extent on the quality of teachers turned out by universities. Lord Robins felt that the syllabi and teaching curriculum at schools should be discussed and determined at education research centres of universities. What was taught in schools should be subject to constant security and revision by experts in universities.

The U. S. A. had pioneered this practice with considerable success. He said that in a free democratic society the general aims of syllabi should be to develop a habit of the mind averse to dogmas and creeds. Earlier addressing a press conference, Lord Robins said that in a free democratic society the Government should concede to universities as much decentralised authority as was compatible with the fulfilment of the country's social needs.

REVIEWS

ESSENTIALS OF WRITING RESEARCH REPORT *By Dr. A. S. Patel and Dr. B. P. Lulla PP. 84. Faculty of Education and Psychology. Baroda, 1964.*

In many fields of education today research occupies an important place. A large number of courses leading to post-graduation and doctoral degrees also require some research or dissertation by students. The book under review is concerned with the presentation of research papers. The mechanics of writing out a thesis or a dissertation has to be mastered before a person can present his results and conclusions in an orderly and a systematic manner. This book is a valuable guide for this purpose.

It sets out all the details in regard to the general form in which the research is presented. The organization of chapters, arrangement of contents, tables, figures or illustrations, quotations and footnotes bibliographical references, appendixes etc. Each item has been dealt with sufficiently fully so that even anyone acquainted with research procedure can present his thesis in a readable form.

The main components of thesis or dissertation are also included in this booklet. They concern the review of literature, problems and procedures, results and findings.

An important chapter deals with the machanics of writing. This is one of the most useful chapters in the booklet. The authors are to congratulated on the care and the thought with which this highly useful monograph has been prepared.

BULLETIN OF SRI AUROBINDO INTERNATIONAL CENTRE OF EDUCATION *Edited by Nolini Kanta Gupta PP. 135. Sri Aurobindo Ashram Pondicherry, November 1964. Annual Subscription Rs. 10/-.*

This is volume XVI Number 4 of the Bulletin issued by Sri Aurobindo International Centre of Education, Pondicherry. Like the other bulletins this number discussess the principles which underlie true education. The Centre is devoted to the ideal of integral yoga and thus it seeks a spiritual foundation for education.

In this number is described the development of psychic being for the attainment of divine status. The notion of psychic being may seem to be rather abstruse. It is not to be confused with the divine spark. Its true character is an aspiration, that is to say, a desire to purify ones heart and mind and to attain a purified mental state, without which the knowledge of divine reality is impossible.

This number contains an interesting discussion of the place of physical education in the development of all round personality.

OTHER LANDS OTHER PEOPLES *by Elizabeth M. PP. 153. National Education Association of the United States, Washington, 1964.* $ 1. *50*

This is a publication of the National Education Association of United States. This is essentially a country by country fact book and the present volume is the third edition. This is probably the most concise and comprehensive presentation of the essential facts about the countries of the work. Each country is described in respect of its location, geographical features, people, language and religion, political background, Government, economy, education and culture. The book covers 112 countries.

The book is indispensable to teachers, educationists and even the general readers in order to understand something of the variety presented by the countries of the World. During the current International Cooperation Year this book will be found to be most helpful to place before the students in schools and colleges a fairly comprehensive picture of the nations of the World.

The publishers are giving a discount of 10% on copies bought from 2 to 9 and 20% on 10 or more copies. The covers contain maps of Asia, Africa and the World. Altogether the book is very useful.

WORKING THE UNITED NATIONS WAY *by Marion Bijur PP. 58. United Nations Publication 1965 50c.*

This booklet presents the story of United Nations in a very readable form. It highlights only the essential aspects of the work of the United Nations. It deals with significant matters such as peace keeping, human rights, international obligations and economic and social progress.

The merit of the book is that it condenses the essential information within a few pages and describes in a simple language the ways in which the United Nations has been working since its establishment in 1945.

PAGEANT OF GREAT LIVES *Edited by K. M. Munshi and R. R. Diwaker PP. 78, 77 and 86. Bharatiya Vidya Bhavan Bombay 1964. Rupee series.*

The three books contained in this series are truly a pageant of lives and teachings of some of the greatest seers, prophets and thinkers of the

World. Here are presented the great founders of religion and their story is told in a very simple manner bringing out their significant, teachings and achievements. Among these are Zarathustra, the Buddha, Mahavira and Jesus Christ. The short life sketches do not omit the human and personal touches about these great figures. They describe not only their teachings but also their human weaknesses.

Series II present among others such renowned teachers as Shankar, Kabir and Tolstoy. Series III deals with the lives of some of the recent thinkers such as Sri Ran Krishana, Swami Vivekananda, Swami Rama Tirtha and Sri Aurobindo.

Altogether the series present the lives of these men who were great in their goodness and good in their greatness. It shows the tremendous early struggles that these prophets had to undergo in order to put before their contemporaries their revolutionary teachings and thoughts. Each one of them has left his imprint not only on the life of our country but on the thoughts and beliefs of millions of persons throughout the world.

Almost all of these personages were essentially educationists. Through the process of education and new teaching they hoped to bring about reform of religion and society. Some of them such as Swami Rama Tirtha of Punjab and Sri Aurobindo presented new methods of national education. Some of the quotations concerning education in the life sketch of Swami Rama Tirtha and Swami Vivekananda apply to our conditions even now.

Our pupils need to be acquainted with such wonderful lives and it is to be hoped thad teachers and others will find these series valuable in inculcating among their pupils the ideals for which these persons worked throughout their lives.

OUR CONTRIBUTORS

MARCH, 1965

AMARNATH VIDYALANKAR

Is a Member of Parliament. He was born on December 8, 1901 at Bhera, District Sargodha (now in Pakistan Punjab). Graduate of Gurukul University Kangri. Joined as life member in the servants of the People Society founded by Lala Lajpatrai and continued as Life member up to 1946. Was Professor of History, Sociology and Hindi Kaumi Vidya Pith, Lahore. Worked amongst Harijans under the late Lala Lajpatrai and subsequently under Gandhiji's guidance. Served in the Congress and went to jail for political offenses in 1932, 1940 and 1942. A Trade Unionist since 1936. Member of first Lok Sabha. Minister Punjab November 1956 to February 1962 holding Portfolios of Education, Labour, Language. Accompanied Trade Union delegation to China 1954. Leader of Indian delegation to I. L. O. in 1957 and leader of the cultural delegation to Afghanistan in 1961. Main interest is journalism. Continues to write on social and educational problems.

B. P. LULLA

Is a Reader in Education in the Faculty of Education and Psychology of Baroda University. He earned his B.A. Hons. in History and Economics from the University of Bombay. He did his M.A., M.Com, and M. Ed. in the M. S. University of Baroda. He went to U. S. A. for higher studies in education on the Fulbright Exchange Programme and obtained the degree of specialist in education from the Kansas State Teachers College, Emporia, Kansas in 1961 and Ph.D. from the Michigan State University, East Lansing, Michigan in 1963.

He has ten years teaching experience of secondary school level and seven years at the college level. He has written several articles and a few books in the field of education. He is a life member of AIFEA.

S. P. CHAUBE

Was born in 1919. Did M. A. B. T. from Banaras and M. Ed. from Allahabad. Obtained the degree of Doctor of Education from the Indian a University in 1952. Received the Watumull Foundation Award

in 1962. Has travelled extensively in USA, Great Britain, Europe and Egypt. Has written several books dealing with education and psychology.

SHAMSUDDIN

Is working in the Post Graduate Teachers' Training Gollege. He is a prolific writer and his articles have appeared in most of the educational journals of this country and a few abroad. He took his M. Ed. degree from Saugor University and M. A. from Nagpur University. Holds a Diploma in Secondary Education Administration from Washington (U. S. A.) He has specialised in teaching of English from the Central Institute of English, Hyderabad.

He was a Fulbright Scholar during 1961-62 when he visited many educational institutions and travelled extensively in the United States of America. On his way back to India, he saw some institutions in Great Britain, Europe and Egypt. He is a member of the National Education Association, U. S. A. and an elected Fellow of the Royal Geographical Society, London.

He has written books, on "Educational Essays" and "Organisation Administration of Basic Schools".

Statement about ownership and other particulars about Newspaper "INDIAN EDUCATION"

Form IV (Rule 8)

1. Place of Publication :—	Jha-Seshadri-Khattry Bhawan, Post Box No. 52, Kanpur, (U.P.)
2. Periodicity of its Publication :—	Monthly
3. Printer's name :—	V. B. Khattry,
Nationality :—	Indian.
Address :—	Nirbal-Ke-Bal-Ram Press, 16/8A, Civil Lines, Kanpur-1
4. Publisher's Name :—	A. P. Khattry, Hony. Joint Secretary, All India Federation of Educational Associations.
Nationality :—	Indian.
Address :—	Nirbal-Ke-Bal-Ram House, 16/8A, Civil Lines, Kanpur-1
5. Editor's Name :—	E. W. Franklin,
Nationality :—	Indian.
Address :—	16A/10, Western Extension Area, Karol Bagh, New Delhi—5.
6. Names and Addresses of Individuals who own the Newpaper and Partners of Shareholders holding more than one per cent of the Total Capital :—	All India Federation of Educational Associations. (A Registered Educational Society registered under Societies Registration Act XXI of 1860.)

I, A. P. Khattry here by declare that the particulars given above are true to the best of my knowledge and belief.

A. P. Khattry
Publisher.

1st, March, 1965